**K-5 ELA Lesson Plan**

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| **Teacher: Stewart** | | **Grade: 4** | | **Date(s)**: 9 |
| **Unit Title:** Establishing a Community of Good Readers and Writers (Unit 1) | | | **Corresponding Unit Task:** Character Word Clouds | |
| **Essential Question(s):** How does literature help readers make sense of their own lives? Why do authors use descriptive language to develop a character? | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | |
| **Teacher/Student:**  **Student Character T-charts**  **Computer Lab**  **Word Cloud Program / WORDLE**  **SMART Board – If available** | | | **Audience –** a group of listeners or spectators  **Character** - one of the people (or animals) in a story  **Character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **Coherent writing –** “coherence" refers to the logical flow of ideas in a paragraph.  **Collaborative discussions -** a group of individuals who work/discuss together using creative problem solving strategies that result in shared decision making  **Drama -** includes staged dialogue and brief familiar scenes  **Dynamic character –** characters that undergo some kind of change throughout the story  **Editing** - A part of the writing process that is concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience;  **Explicit -** fully revealed or expressed without vagueness, implication, or ambiguity: leaving no question as to meaning or intent  **Sentence fragment -** A group of words that begins with a [capital letter](http://grammar.about.com/od/c/g/capletters.htm) and ends with a period, question mark, or exclamation point but is grammatically incomplete; does not express a complete thought  **Organization –** the way ideas are put together  **Poetry -** Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem  **Print & digital sources -** electronic as well as traditional texts  **Revising** - A part of the writing process that is concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience;  **Setting –** the story’s time and place  **Stories -** Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth  **Summarize –** to tell the main ideas, events, or facts in your own words  **Task –** culminating project with scoring guides that provide evidence that the standards have been met  **Text complexity** – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables  **Text evidence** - Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others  **Theme -** the underlying or implicit meaning, concept, or message in a text | |
| **Learning Experience(s)** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **I Can Statement(s):**  I can create a word cloud to illustrate a main character in a story.  **Instructional Plan:**  Modeled (I Work, You Watch)   * Using technology, students will create word clouds. The teacher will model this process for the students.   Shared (We Work Together)   * Type your first name into the text box 10 times. * Type your favorite 5 traits (*circled on your list*) 5 times each. * Type all of the other words on your list 1 time each. * Click the “next” button to generate your cloud.   Guided Practice (You Do, I Help)   * Along the top are buttons to randomize, change the font, change the color, and change the layout. Students can experiment with these tools to get their cloud in a format that is pleasing. * At the bottom of the page you can save or print the word cloud.   Independent Practice (You Do)   * Students will share their final word cloud with a partner. | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.4.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **W.4.9a** - Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [*e.g., a character’s thoughts, words, or actions*].”).  **I Can Statement(s):**  I can use technology to create a word cloud in order to illustrate a main character in a story.  **Instructional Plan:**  Modeled (I Work, You Watch)   * Using technology, students will create word clouds. The teacher will model this process for the students.   Shared (We Work Together)   * Type your first name into the text box 10 times. * Type your favorite 5 traits (*circled on your list*) 5 times each. * Type all of the other words on your list 1 time each. * Click the “next” button to generate your cloud.   Guided Practice (You Do, I Help)   * Along the top are buttons to randomize, change the font, change the color, and change the layout. Students can experiment with these tools to get their cloud in a format that is pleasing. * At the bottom of the page you can save or print the word cloud.   Independent Practice (You Do)  Students will share their final word cloud with a partner. | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  **I Can Statement(s):** I can recall the meanings of our unit vocabulary words.  **Instructional Plan:**  Guided Practice (You Do, I Help)  Students will practice unit vocabulary by playing a BINGO Game with unit terms. Teacher will give clues or word meanings while students find the corresponding literary term. | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):** I can demonstrate the characteristics of a good listener and communicator.  **Instructional Plan:**  Guided Practice (You Do, I Help)  Work with shoulder partner and teacher to complete word cloud. One student will speak at a time, while the other student demonstrates the attributes of a good listener (*nodding head, using eye contact, waiting for the speaker to finish speaking before he/she begins*.) | | | |
| **Closing/Summarizing Strategy** | Students will share their character word clouds with the class and display them on our achievement board. | | | |
| **Differentiation Strategies** | | | | |
| **Extension** | | **Intervention** | | **Language Development** |
| Students can create additional word clouds with extra characters in their favorite stories. | | Teacher will provide a word cloud example for students to visualize.  Teacher will provide one-on-one assistance for students with limited computer skills. | | Allow students to use character traits word lists, anchor charts, and character trait cards used for Task 1 as a support for selecting character traits. |
| **Assessment(s) & Reflection** | | | | |
| **Assessment(s):** Teacher will formally assess student word clouds using the Task 2 rubric to determine if students are ready to create their own individual character word cloud. | | | | |
| **Teacher Reflection:** (Next steps?) | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*